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ABSTRACT

The State of Iowa, in order to insure that students have access to educational programs essential to their needs and abilities regardless of race, sex, handicapping condition, language, socioeconomic background or geographical location, has promulgated these guidelines for insuring that foreign language programs are multicultural and nonsexist in orientation. The goals of multicultural, nonsexist education programs are discussed in detail, and a self-evaluation checklist used in the assessment of K-12 foreign language programs is presented. Specific features of programs that are addressed include program structure, curriculum content, instructional materials and instructional strategies. An extensive annotated bibliography of resource materials is included as is a list of resource organizations. (JL)

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Multicultural Nonsexist Education

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in Iowa Schools

Iowa Department of Education
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Multicultural Nonsexist Education

in Iowa Schools

State of Iowa
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This pamphlet is intended to be an aid for local curriculum committees who are developing and implementing the foreign language component of their school's multicultural, nonsexist education plan.

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It is the policy of the Iowa Department of Education not to discriminate on the basis of race, religion, national origin, sex, age, or disability.

The Department provides civil rights technical assistance to public school districts, nonpublic schools, area education agencies, and area schools to help them eliminate discrimination in their educational programs, activities, or employment. For assistance, contact the assistant chief, Bureau of School Administration and Accreditation, Iowa Department of Education.

Definitions

1. Multicultural, nonsexist education: The planned curriculum and instruction which educates students about the cultural diversity of our society. This education will include all levels of the cognitive domain, the affective domain, and skills which will enable continued learning, higher order thinking, and effective interpersonal and intergroup relations. The program and instruction should help students learn the historical and contemporary contributions and the variety of roles open to both men and women who are from a diversity of cultural, racial, and disability groups. As with all public education, the goal of multicultural, nonsexist education is to maximize the potential of all students regardless of race, cultural heritage, sex, language, or disability. The educational program, materials and instruction should provide equal opportunity to all and result in equal outcomes for males and females across all racial and cultural groups. This definition reflects the philosophy that educational excellence cannot be achieved in the absence of educational equity.

2. Foreign language: That component of the curriculum which develops student competence and usable skills in one or more foreign languages. It includes listening comprehension appropriate to the level of instruction, ratable oral proficiency, reading comprehension appropriate to the level of instruction, and writing proficiency appropriate to the level of instruction and cultural awareness. The program should stress that foreign language learning is an essential part of the curriculum that is complementary to studies in English grammar, composition, and speech and to all aspects of the social studies. The curriculum should be guided by a global perspective and stress that foreign language studies and international studies have a vital, reciprocal, and supportive relationship that must be developed in an integrated manner.

3. Globalism: The knowledge, skills, attitudes, and abilities held by individuals who function effectively in cultures in their own country as well as in cultures of other countries. The awareness of interdependence among nations and cultures.

4. Cultural awareness: The study of the patterns of behavior unique to the group of people whose language is being studied, which may include history, geography, and the arts, as well as day-to-day approaches to human problems and solutions. Consciousness of cultural similarities and differences; cognizance of one's own culture and that of others.

5. Ethnocentrism: Seeing one's own group and way of life as superior to that of others. Prejudice and discrimination are extreme forms of ethnocentrism.

6. Androcentric: An attitude, belief, action, or institutional policy or practice that is male-centered.

7. Curriculum structure: Those administrative processes and decisions which have an impact on the foreign language program.

8. Curriculum content: The concepts, processes, facts, and values that are taught in the foreign language program.

9. Instructional materials: The physical artifacts, media, and equipment used during the teaching/learning process in the foreign language program.

10. Teaching strategies: The methods and approaches the teacher uses in the foreign language program.

Rationale and Philosophy

The rationale for education that is multicultural and nonsexist rests on two key premises: first, that pluralism is a reality of our society, and, second, that equality is a basic ideal of our national creed. The United States is a salad bowl of diverse cultural, ethnic, and racial groups with this diversity reflected in public school populations. Schools in the future will be increasingly diverse, even in areas of the country that are relatively homogeneous today. Given that our nation and world are multicultural, education programs must be multicultural in order to meet the present and future needs of our youth.

All students need to see themselves and others reflected in the school curriculum. Those who do not often feel alienated from school, may doubt their self-worth and may eventually fail or drop out. Developing positive self-concepts in students is necessary for them to grow to their potential and to develop positive feelings about others.

In order to meet the demands of a pluralistic society, educators must prepare individuals with attitudes, knowledge and skills which enable them to function effectively with others who are different from themselves. Educators must recognize that in pluralistic schools, true educational excellence is not possible without educational equity.

The second premise underlying multicultural, nonsexist education is that the ideal of egalitarianism is basic to our country's creed. Fundamental to our nation's democratic ideals are equal opportunity for all people, human rights and social justice. All students need to experience an education that affords them respect, that provides both equal opportunity and equal outcomes. Thus, equity in education is the cornerstone of excellence in education and is basic to fulfilling our national creed. Full implementation of these egalitarian ideals requires that education programs and personnel be committed to a social system and to practices wherein individual worth and dignity are inalienable.

In order to fulfill the responsibility inherent in the realities and the ideals of our nation, educators must prepare citizens who are culturally literate, who accept and appreciate human diversity as a source of strength and enrichment, and who are able to actively participate and to function effectively in a changing multicultural society and in an increasingly interdependent world.

The preceding concepts apply to all areas of the school curriculum, but they hold special implications for the foreign language program. Multicultural, nonsexist education should develop an appreciation of the tremendous variety of human experience; an awareness of the United States and the world as places of great diversity in values, attitudes, and needs, as well as in modes of expressing them; and skills for effective communication in foreign languages. The foreign language curriculum should be guided by a global perspective that develops in students an awareness of the interdependence between the United States and other countries and that stimulates students' interests in the rest of the world.

Among the multicultural-nonsexist education considerations in foreign language programs are the differences in experiences of females and males; of people of all races, cultures, and ethnic groups; and of those with varied physical and mental abilities. Assumptions about these differences often result in sorting, grouping, and tracking female, minority, and disabled students in stereotyped patterns. In Iowa, statistics show a pattern of imbalance in the ratio of the sexes registered in foreign language classes since females predominate. Teachers and counselors need to make extra efforts to attract male students to foreign language programs and to recruit more minorities.

Stereotyping hinders people from exploring all options and opportunities according to their individual talents and interests. The adverse effect of bias on academic achievement, psychological and physical development, careers, and family relationships is notable. All school district personnel are urged to actively value all persons by including the contributions, images, and experiences of all groups in curricular objectives, classroom activities, and extracurricular activities.

Foreign language study provides an excellent opportunity to develop students' awareness of stereotypes, traditional sex roles, and other biases found in the target culture or prevalent in U.S. society. Teachers should explore such issues with students whenever feasible, both to encourage understanding of the foreign culture and to stimulate students to reflect on their own culture, values, and preconceptions.

When using cultural material, the role of females should be discussed, along with the cultural and economic reasons for the perpetuation of male-dominated societies. Women's work outside the home should be examined. For example, when studying Hispanic cultures, emphasize the role of women in agricultural work, light industry, business education, and the arts. In French and German cultures, portray women in commerce, politics, the arts, education, communications, and the sciences. In any culture, discuss prominent females and their contributions.

Foreign language classes should also cover the role of cultural minorities in a society. For example, Spanish classes should include cultural, literary, and illustrative material from the Afro-Antillian and Indian cultures. French classes should include cultural literary and illustrative material on French Jews, French West Africans, French-speaking North Africans, and French Canadians.

Our present knowledge about and understanding of other peoples and cultures, both in the United States and abroad, are seriously deficient. U.S. citizenship has increasingly come to mean world citizenship. As the world grows ever more interdependent, U.S. citizens will need greater abilities to understand complex, worldwide issues in a time of rapid change. People who have knowledge and understanding of the larger world and who have prepared themselves to communicate across cultural and linguistic boundaries will have increased their capacity to function as global citizens and to lead a fuller life.

The Legal Authority

Iowa Code (Section 256.11)

The State Board shall promulgate rules to require that a multicultural, nonsexist approach is used by school districts. The educational program shall be taught from a multicultural, nonsexist approach.

Iowa School Standards 281-12

From the Preamble: Iowa school standards are designed to ensure that each child has access to educational programs essential to the needs and abilities of the child regardless of race, sex, handicapping condition, language, socioeconomic background, or geographic location.

281-12.1(1) Equal opportunity in programs shall be provided to all students regardless of race, national origin, sex, or disability. Each board shall take affirmative steps to integrate students in attendance centers and courses. In order to monitor progress, district, attendance center, and course enrollment data shall be collected on the basis of race, national origin, sex, and disability, and reviewed and updated annually.

281-12.3(8) In developing and applying student responsibility and discipline policies, the board shall ensure due process rights for students and parents.... The board shall also consider the potential of a disparate impact on students by virtue of race, sex, disability, or national origin.

281-12.5(8) The board shall establish a policy to ensure the school district is free from discriminatory practices in its educational programs. In developing or revising this policy, parents, students, instructional staff, and community members shall be involved. In addition, each board shall adopt a written plan, to be evaluated and updated at least every five years, for achieving and maintaining a multicultural, nonsexist educational program. A copy of the plan shall be on file in the administrative office of the district. The plan shall include:

1) Multicultural approaches to the educational program. These shall be defined as processes which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups to society. Special emphasis shall be placed on Asian Americans, Black Americans, Hispanic Americans, American Indians, and the handicapped. The program shall provide equal opportunity for all participants regardless of race, color, age, national origin, religion, or handicap.

2) Nonsexist approaches to the educational program. These shall be defined as processes which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of men and women to society. The program shall reflect the wide variety of roles

open to both men and women and shall provide equal opportunity to both sexes.

The plan shall also include specific goals and objectives, with implementation time lines for each component of the educational program; specific provisions for the infusion of multicultural, nonsexist concepts into each area of the curriculum developed under the provisions of subrule 4.5(14); a description of the in-service activities planned for all staff members on multicultural, nonsexist education; and evidence of systematic input by men and women, minority groups and the handicapped in developing and implementing the plan. In schools where no minority students are enrolled, minority group resource persons shall be utilized at least annually. A description of a periodic, ongoing system to monitor and evaluate the plan shall also be included.

281-12-5(14) The [curriculum] policy shall identify valid bias-free student assessment procedures and the process for monitoring students' progress.

281-12.5(22) The board shall adopt a policy and procedure for selection, replacement, gift acceptance, weeding and reconsideration of school media center and text materials. The collection shall foster a nonsexist, multicultural approach for curriculum studies and individual interests.

In addition, the sections on special education 12.5(9), global education 12.5(11), gifted and talented students 12.5(12), and at-risk students 12.5(13) are related to educational equity and multicultural nonsexist curriculum.

Finally, another piece of legislation, not directly related to multicultural nonsexist curriculum, but supportive of its philosophy, was passed during the 1988 legislative session. Chapter 19B.11 of the *Iowa Code* requires for the first time that school districts, area education agencies and merged area schools have affirmative action plans on file for employment. Federal and state law have required non-discriminatory practices in employment for some time, and school boards have been required to adopt related non-discrimination policies and practices. This bill goes a step further and requires the implementation of "affirmative measures" in areas where specific groups of persons have been under-utilized in various employee categories (e.g., females and minority group members in administrative positions, males in the elementary classroom, minority persons and the disabled across the employment spectrum).

Goals and Objectives

Multicultural, nonsexist education concepts should be a visible, integral part of the foreign language program. They should be visible in the goals and objectives, the curriculum guides, and the daily lesson plans. The following goals are suggested as models for the multicultural, nonsexist education program. Each goal is accompanied by a set of objectives specifically pertaining to foreign language. Activities related to each of the objectives should be integrated into each level of the foreign language program. For teacher strategies to be compatible with multicultural, nonsexist education concepts, foreign language teachers should vary instruction to meet the individual needs of students; infuse instruction with multicultural, nonsexist content; model appropriate attitudes and behaviors; and provide materials that convey multicultural, nonsexist content.

Goal 1:

To help students understand self and others as cultural beings acting within a cultural context. This goal infers that the students understand and value their own personal and group identities and increase awareness of their own and others' values and the relationship of those values to everyday decisions and actions.

Objective A: Students will be exposed to the target language within a cultural context which strengthens the understanding that cultural difference does not imply cultural deficiency.

Objective B: Students will integrate sex, race, abilities, and culture as part of a positive, realistic identity for self and those in different language groups.

Objective C: Students will recognize that language is the heart of a culture and that respect for the culture of a group includes respect for its language.

Goal 2:

To help students recognize U.S. and world diversity. Inherent in this goal is the understanding that both sexes, diverse racial/cultural/language groups, and the disabled have made valuable contributions to U.S. society and to other countries and that this diversity enriches and strengthens all.

Objective A: Students will acquire an awareness of the diversity between cultures (U.S. and the target language culture) in clothing, housing, food and eating habits, guest/host relationships, artifacts, and the arts.

Objective B: Students will trace connections between foreign cultures and U.S. ethnic groups. Through exposure to authentic literature by and about these groups, students will recognize both common and different patterns of everyday life, beliefs, values, knowledge, and attitudes toward sex roles and parenting.

Objective C: Students will define themselves as world citizens by demonstrating the knowledge, skills, and attitudes that enable them to function effectively in cultures within the United States as well as in the foreign culture of the target language.

Goal 3:

To enable students to understand how group membership helps determine values, attitudes and behaviors. Basic to this goal is an understanding that all people are members of the human race and have common needs, feelings, and problems, while at the same time understanding the uniqueness of each individual and group.

Objective A: Students will exhibit an open-mindedness about the rights, roles, and responsibilities of persons regardless of group membership as they analyze the literature and language patterns of the target cultural group.

Objective B: Students will recognize how different experiences of the target language group can influence them to view events, trends, and innovations from various perspectives.

Objective C: Students will trace influences of culture and gender on verbal and nonverbal interaction styles in the target language group.

Goal 4:

To help students understand the dynamics of discrimination, bias, prejudice, and stereotypes. Inherent in this goal is the awareness that racism, sexism, cultural bias, and bias toward the disabled are social phenomena.

Objective A: Students will interact with people whose culture or language is different from theirs without overgeneralizing (stereotyping) or overcompensating (patronizing).

Objective B: Students will continually test cultural information and generalizations for accuracy and use accurate information as clues for understanding individual and group behaviors and viewpoints when studying the target language and culture.

Objective C: Students will demonstrate the ability to recognize ethnocentrism, racism, and sexism in written and oral language.

Goal 5:

To help students demonstrate skills for effective social action and interaction between racial, ethnic, sex, cultural, and ability groups. Inherent in this goal is the understanding that present societal conflicts are a result of centuries of cultural and group conditioning and that improved human relations depend upon increased intergroup and interpersonal communication, understanding, and cooperation.

Objective A: Students will resist the impact of stereotypes on selves and others in expanding career and economic horizons via the field of foreign languages.

Objective B: Students will demonstrate respect for physical and cultural differences by using nonsexist, culturally sensitive language (both oral and written) and interaction patterns.

Objective C: Students will practice and improve their group problem-solving and conflict resolution skills.

A Self-Evaluation Checklist

School districts in Iowa are currently being asked to review their curriculum programs to determine the degree to which they are consistent with the basic concepts of multicultural, nonsexist education. This checklist is intended to be a general guide to use when looking at the K-12 foreign language curriculum.

The make-up of the instructional staff and the classroom student population have major implications for the strategies used in the multicultural, nonsexist education program. Districts that have stereotypical staffing patterns (e.g., all male administrators, all female elementary instructors, all white staffs, all male social studies instructors, etc.) should build objectives for change into their employment policies. Scheduling traditions or policies which may reinforce or cause sex-typed class enrollments (80 percent or more of one sex) or minority isolation should be changed.

A. Program Structure

1. Are there diverse role models (male-female, diverse cultures/races) teaching foreign languages at both the elementary and secondary levels? _____Yes _____No

   a. If the answer to question #1 is no, what caused this to happen? Are there long-range strategies for changing this pattern?

   b. What impact does this have on the strategies that will be used to achieve multicultural, nonsexist foreign language objectives?

2. Are there disabled employees on the school district staff who may serve as role models for students? _____Yes _____No

3. Are there diverse student enrollments (male-female balance and ethnic and racial diversity similar to that found in the district) in all elementary and secondary foreign language units? _____Yes _____No

   a. If the answer to question #3 is no, what caused this to happen? Can this be changed?

   b. If the answer to question #3 is no, what impact does this have on the strategies used to attain multicultural, nonsexist foreign language curriculum objectives?

4. Are scheduling practices used which may result in sex typed enrollments (80 percent or more of one sex) or the relative isolation of racial/cultural groups and the disabled? _____Yes _____No

5. Are foreign language units given titles which are more meaningful to one sex or cultural group? _____Yes _____No

6. Has there been meaningful interaction between the foreign language teachers and the persons responsible for the school district's multicultural, nonsexist education plan? _____Yes _____No

7. Has in-service on multicultural, nonsexist approaches to the foreign language curriculum been provided for all elementary and secondary foreign language teachers? _____Yes _____No

8. Have the district administrators incorporated multicultural, nonsexist education concepts into the staff evaluation procedures? _____Yes _____No

9. Is there a procedure for getting systematic community input into foreign language curriculum development? _____Yes _____No

a. Does this procedure insure input by both men and women, diverse cultural groups, and the disabled? _____Yes _____No

10. Are foreign language club activities scheduled at a time which encourages the participation of all students? _____Yes _____No

11. Does the district monitor participation in foreign language classes, clubs, and activities to determine number of males and females, minority and nonminority, handicapped and nonhandicapped students enrolled or taking part? _____Yes _____No

12. Have students been surveyed about their foreign language interests? _____Yes _____No

13. Does the school actively encourage underrepresented students to enroll in foreign language classes? _____Yes _____No

B. Curriculum Content

1. Does the foreign language curriculum include content which will encourage students' self-awareness regardless of their sex, race, culture or disability? _____Yes _____No

2. Are the perspectives and contributions of diverse racial/cultural groups, both men and women, as well as the disabled, included in the foreign language curriculum? _____Yes _____No

3. Does the foreign language curriculum include activities or units dealing with the recognition of stereotyping and prejudice when it appears in the written and oral language? _____Yes _____No

4. Are the contributions and perspectives of diverse racial/cultural groups, both men and women, and the disabled represented in the elementary foreign language curriculum? _____Yes _____No

5. Are the contributions and perspectives of diverse racial/cultural groups, both men and women, and the disabled represented in the secondary foreign language curriculum? _____Yes _____No

6. Are there activities in the foreign language curriculum that will assist students in analyzing the various forms of the mass media for ethnocentrism, sexism, and stereotyping of the disabled? _____Yes _____No

7. Do speech and composition activities in the foreign language curriculum include content that will help students speak and write in a nonsexist and culturally sensitive manner? _____Yes _____No

8. Is there career-oriented content in the foreign language curriculum that encourages student exploration of a broad range of careers, regardless of the students' sex, race, culture or disability? _____Yes _____No

9. Are there activities in the foreign language curriculum on human relations concepts such as: active listening, barriers to communication, empathetic feedback, group problem solving, conflict resolution, etc.? _____Yes _____No

10. Does the foreign language curriculum include content which will encourage students' awareness of their world citizenship? _____Yes _____No

C. Instructional Materials

1. Are illustrations in foreign language textbooks, supplementary materials, audiovisual aids, and on the bulletin boards representative of the cultural/racial diversity in the United States as well as the roles open to men and women in today's society? Are disabled persons represented? _____Yes _____No

2. Are both women and men, diverse cultural/racial groups and the disabled shown in both active and passive roles? _____Yes _____No

3. Are the perspectives of both men and women, diverse racial/cultural groups and the disabled included in the foreign language materials? _____Yes _____No

4. Do the foreign language instructional materials tend to reinforce stereotypes about cultural/racial groups, men and women, or the disabled? _____Yes _____No

5. Are members of diverse racial/cultural groups, both women and men, and the disabled shown engaged in a broad range of social and professional activities? _____Yes _____No

6. Are all the content areas mentioned in Section B included in the foreign language instructional materials? _____Yes _____No

7. Have multicultural, nonsexist criteria been integrated into the foreign language textbooks adoption process at the building and district level? _____Yes _____No

8. Are instructional materials free of ethnocentric or sexist language patterns which may make implications about persons or groups solely based upon their culture, race, sex, or disability? _____ Yes _____ No

9. When computer software is used in foreign language classes, is it evaluated for bias in: _____ Yes _____ No
   - language
   - text
   - graphics?

D. Instructional Strategies

1. Are class activities such as role playing, mime, creative drama, and small group problem solving used as strategies to facilitate student communication? _____ Yes _____ No

2. Is there a balance between large group, small group, and individual activities in the foreign language classroom? _____ Yes _____ No

3. Are persons of diverse cultural/racial groups, men and women in both traditional and nontraditional roles, and disabled individuals used as resource persons in the classroom? _____ Yes _____ No

4. Are students alerted to stereotyping when it occurs in materials? _____ Yes _____ No

5. Are classroom management strategies and role assignments used that reinforce multicultural, nonsexist behavior? _____ Yes _____ No

6. Do classroom teachers avoid using oral or written language patterns that may be sexist or ethnocentric? _____ Yes _____ No

7. Are the bulletin boards and teacher-made displays in the classroom representative of the cultural/racial diversity in the United States and the roles open to men and women in today's society? _____ Yes _____ No

8. If the current basic instructional texts do stereotype persons on the basis of sex, race, culture or disability, are supplementary materials used to offset the stereotyping? _____ Yes _____ No

9. Are group discussion techniques used to facilitate development of positive human relations skills? _____ Yes _____ No

10. Are some cooperative learning strategies used in foreign language classrooms? _____ Yes _____ No

11. Do teachers use language that allows students to see an array of options for themselves and others in education and career choice? _____ Yes _____ No

12. Do teachers intervene when students engage in name-calling based on race, sex, or disability? _____Yes _____No

13. Do teachers alert the counseling staff to multicultural, nonsexist guidance techniques relevant to foreign language coursework, activities, and career preparation? _____Yes _____No

14. Do teachers formally and informally communicate to parents the importance of multicultural, nonsexist considerations in foreign language studies? _____Yes _____No

15. Does the staff contact software developers about the importance of unbiased software? _____Yes _____No

16. Do teachers assign students to instructional pairs or groups based on instructional goals, rather than allowing them to self-segregate? _____Yes _____No

17. Do teachers acknowledge and reward both group and individual accomplishments? _____Yes _____No

18. Do teachers expect the same behaviors and sense of purpose from all students? _____Yes _____No

19. Are foreign languages taught within the cultural context? _____Yes _____No

Bibliography of Resource Materials

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Elder, Pamela and Mary Ann Carr. *Worldways: Bringing the World into the Classroom*. 1987. Available from Addison-Wesley Publishing Co., Inc., 2725 Sand Hill Road, Menlo Park, CA 94025. (ERIC Reproduction Document No. ED283748).

Provides an excellent rationale for global education based on the growing interdependence and complexity of the world. Offers a wide range of activities for the upper elementary and lower secondary levels. Because of the emphasis on worldwide cultures, many activities would be useful in the teaching of foreign languages.

FLESNEWS-National Network for Early Language Learning. Published three times a year (fall, winter, spring) by the National Network for Early Language Learning. Editor: Marcia Rosenbusch, Iowa State University, 300 Pearson Hall, Ames, IA 50011. Subscription $8/year. Gladys Lipton, Treasurer, National Network for Early Language Learning, P.O. Box 4982, Silver Spring, MD 209◆4.

The newsletter provides information on classroom activities, resources, teaching methods, recent research, conferences and a network for sharing ideas and concerns among educators and others interested in the teaching of foreign languages to young children.

Galloway, Vicki. "Communicating in a Cultural Context: The Global Perspective." Proceedings of the Summer Cross-Cultural Workshop for Foreign Language Teachers (Columbia, S.C., 1981). (ERIC Reproduction Document No. ED221062).

Proceedings and workshop activities are presented in six sections. The focus is on why education for global awareness is necessary and the importance of ensuring that culture becomes a deliberate and viable element of the foreign language curriculum. Strategies and resources are also included.

Garnett, Norma. "An Intercultural Exchange Program at the Secondary Level." *Hispania*, Vol. 70, No. 4, pp. 912-914, December 1987. (ERIC Reproduction Document No. EJ366199).

Describes a year-long intercultural exchange program between fifth-year Spanish students from a suburban high school and English as a second language students from an inner city junior/senior high school in Rhode Island. Results of the exchange show that attitudes and proficiencies improved for both sets of students.

Gollnick, D.M. and P.C. Chinn. *Multicultural Education in a Pluralistic Society*. Columbus, OH: Charles E. Merrill, 1986.

Explores microcultural systems, including topics of language, age, religion, exceptionality, social class, sex and gender, as well as ethnicity, race and culture, and concludes with a chapter on strategies for multicultural education.

Gregory, Susan. "Talking English in a Multi-Ethnic Secondary School." *Use of English*, Vol. 32, No. 2, pp. 25-37, Spring 1981. (ERIC Reproduction Document No. EJ242147).

Relates one teacher's experiences in teaching students from a variety of ethnic backgrounds and how she was able to increase their self-confidence.

Griffin, Bruce et. al. *Foreign Language Mastery* Curriculum, 1985. Available from Utah State Office of Education, Division of Curriculum and Instruction, Salt Lake City, UT.

The Utah state foreign language mastery curriculum is outlined in the form of specific behavioral objectives for listening, thinking, speaking, reading, and writing skills, accuracy, and cultural awareness at four levels (novice, intermediate, advanced and superior).

Hall, Eric and Carol Hall. *Human Relations in Education*. New York, NY: Routledge, 1989.

Applies concepts of interpersonal communication and counseling skills to the practical constraints of institutions, examining these skills in terms of language, imagery and non-verbal communication.

Halsted, Henry. "Foreign Language Instruction in Elementary Schools." *The Wingspread Journal*, Vol. 10, No. 2 (July 1988). Published by The Johnson Foundation, Inc., P.O. Box 547, Racine, WI 53401-0547.

This article is a special section of *The Wingspread Journal* which provides a rationale for foreign language instruction in elementary schools. It also discusses obstacles to overcome such as teacher supply, outlines three types of programs, and provides hallmarks of an effective program.

Hayden, Rose. "A Beginning: Building Global Competence." *State Education Leader*, Vol. 2, No. 4, pp. 1-3, Fall 1983. (ERIC Reproduction Document No. ED278581).

Argues that the United States should have an education system that produces at least a minimum number of experts about other peoples, cultures and languages.

Hernandez, Hilda. *Multicultural Education - A Teacher's Guide to Content and Process*. Columbus, OH: Merrill, 1989.

A comprehensive book on the development and implementation of a multicultural curriculum. Discussion of foreign language education, pp. 90-92.

Hickman, John and Keith Kimberly, Eds. *Teachers, Language and Learning*. New York, NY: Routledge, 1989.

This book examines the role that language plays in secondary school curriculum.

Horwitz, Elaine. "Reassessing Foreign Language Aptitude: Communicative Competence and Second Language Acquisition." Paper presented at the annual meeting of the American Educational Research Association (Montreal, Quebec, April 1983). (ERIC Reproduction Document No. ED230031).

This study explored the relationship among conceptual level, a social cognitive variable, and second language communicative competence. Subjects were female secondary school students in five second-year French classes. Preliminary evidence suggests that the cognitive abilities associated with conceptual level contributed to the development of linguistic competence, while the interpersonal factors contributed to the development of communicative competence.

Hymes, Dell, Ed. *Language in Culture and Society*. New York, NY: Harper and Row, 1964.

A compilation of articles on issues related to language and culture.

Iowa Department of Education. *A Guide to Curriculum Development in Foreign Language*, 1986. Available from Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146.

The guide is designed to help local teachers and administrators build on and improve current curriculum and instruction methods. An opening

section outlines the rationale, philosophy and goals of the guide and subsequent sections focus on curriculum design and evaluation.

Iowa FLES Newsletter - A Newsletter for Teachers of Foreign Language in the Elementary School. Editor: Marcia Rosenbusch. Published three times per year (fall, winter, spring) by the Department of Foreign Languages and Literature, Iowa State University. Contact the editor for free copies at 300 Pearson Hall, ISU, Ames, IA 50011.

Newsletter provides a communication network for FLES educators, and covers current issues, research reports, and resources.

Johns, Kenneth M. *How Children Learn a Second Language*. Fastback #278. Bloomington, IN: Phi Delta Kappa Educational Foundation, 1988.

Booklet intended for regular classroom teachers to help them find out how children acquire a second language and to explore the linguistic foundations on which sound ESL curricula can be developed. Single copies of fastbacks are 90 cents (75 cents to PDK members). Write to Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402.

Kitao, Keni and S. Kathleen Kitao. *Culture and Education: A Bibliography*, 1987. (ERIC Reproduction Document No. ED290319).

Bibliography on culture and education contains several hundred citations of books, papers, articles and monographs. Includes materials on problems of foreign and minority culture students and the relationship between language, culture and cognition.

Lado, Robert. *Linguistics Across Cultures: Applied Linguistics for Language Teachers*. Ann Arbor, MI: University of Michigan Press, 1957.

Describes how to compare two languages and predict problems that will be encountered by a learner of a second language. Contrasts sounds, structures, vocabularies and writing systems of two languages.

Lipton, G.C. (Chair). "So You Want to Have a FLES Program!" 1988 National FLES Commission of the American Association of Teachers of French.

Report by the 1988 commission presents the views of members who are FLES practitioners. Included are ideas for beginning a program and standard competencies for effective elementary school foreign language teachers. Report is available for $7.50 from A.A.T.F., 57 Armory Ave., Champaign, IL 61820. For more information about the National FLES Commission, contact Dr. Gladys Lipton, UMBC-MLL, Catonsville, MD 21228; (301) 455-2109.

Lipton, G.C. *Practical Handbook to Elementary Foreign Language Programs*. Chicago: National Textbook Co., 4255 West Touhy Ave., Lincolnville (Chicago), IL 60607-1975, 1988.

A thorough guide to foreign language programs in the elementary school. Discusses role of parents in a foreign language program, teacher training and recruitment, development of strategies for teaching gifted and less motivated students, and how to develop and obtain evaluations and assessments. Includes sample lessons, games, sample programs, and a selected bibliography in the appendices.

Loew, Helene. "A Global Perspective and Second Language Study — An Action Plan." Paper presented at the annual convention of the American Council with Teaching of Foreign Languages, (New York, NY, November 1982). (ERIC Reproduction Document No. ED225414).

Strategies for integrating second language instruction with a global perspective are discussed.

Luchtenberg, Sigrid. "Language Varieties and Intercultural Education." *Journal of Multilingual and Multicultural Development*, Vol. 9, No. 1-2, pp. 141-149, 1988. (ERIC Reproduction Document No. EJ375139).

Argues that language varieties represent an important aspect of the development of bilingualism. Analysis of migrant children's acquisition of German and their productive, reactive and receptive competence demonstrates that children who fail in the understanding and use of language varieties often lack the necessary sociocultural knowledge.

Macias, Reynaldo. "Language and Ideology in the United States." *Social Education*., Vol. 49, No. 2, pp. 97-100, February 1985. (ERIC Reproduction Document No. EJ312846).

Discusses language diversity in the United States, that more than 22 million people speak a non-English language at home, and the ideology

that associates non-English languages with foreignness, and often with poverty and inferiority. The background of this ideology and whether it is warranted are explored.

Mackey, William, F. *Language Teaching Analysis*. Indiana University Studies in the History and Theory of Linguistics. Bloomington, IN: University Press, 1967.

This is a comprehensive general work on foreign language pedagogy.

McCormick, Theresa. "Multiculturalism: Some Principles and Issues." *Theory Into Practice*, Vol. 23, No. 2, pp. 93-97, Spring 1984.

Provides a foundational perspective on multicultural education.

McGowan, Paul. "La Plume de Ma Tante and All That Revisited." *British Journal of Language Teaching*, Vol. 23, No. 2, pp. 63-67, Autumn 1985. (ERIC Reproduction Document No. EJ328212).

Argues that language awareness needs to be related to the aim of improving language learning. Examines how language awareness might be incorporated into both the elementary and secondary school curriculum.

Mead, Robert G., Jr., Ed. *Foreign Languages: Links in the Chain of Learning*, 1983. Available from Northeast Conference, Box 623, Middlebury, VT 05753.

Articles discuss the necessity of including foreign language as an integral part of the elementary and secondary curriculum.

Midwest Race and Sex Desegregation Assistance Center. *Building Level Assessment for Multicultural and Nonsexist Education*. Manhattan, Kansas State University, 1983.

An assessment guide which includes an item bank, questionnaires and data analysis strategies.

Milwaukee Public Schools. *Exploring Languages and Cultures - An Exploratory Foreign Language Course A Guide for Teachers*, 1982. Milwaukee Public Schools, Wisconsin Division of Curriculum and Instruction. (ERIC Reproduction Document No. ED249770).

A working guide for teachers in planning and teaching an exploratory course in foreign language and culture presents the basic course structure for nine weeks.

Nussenbaum, Gladys. "Foreign Language Teaching and Bilingual Education - A Natural Alliance." *Foreign Language Annals*, Vol. 13, No. 2, pp. 125-126, April 1980. (ERIC Reproduction Document No. EJ221813).

Describes a successful reciprocal bilingual exchange program between Anglophone fourth-year high school students of Spanish and native speakers of Spanish in an elementary school.

Ogden, John. *Teaching French as a Multicultural Language: The French-Speaking World Outside of Europe. Language in Education: Theory and Practice, 39,* October 1981. Available from Center for Applied Linguistics, 3520 Prospect St. NW, Washington, DC 20007.

This booklet presents the reasons for recommending that French should be taught from a multicultural perspective and pedagogical advantages of this approach. Activities, bibliographies and resources are also included.

Pierce, Lorraine, V. *Cooperative Learning: Integrating Language and Content Area Instruction*, 1987. Available from the National Clearinghouse for Bilingual Education, 11501 Georgia Ave., Wheaton, MD 20907. (ERIC Reproduction Document 291245).

This teaching guide provides an integrated language skills program for oral and written communication mastery in English and Spanish within a cooperative learning environment.

Piper, Terry. "Learning About Language Learning," *Language Arts*, Vol. 63, No. 5, pp. 466-471, September 1986. (ERIC Reproduction Document No. EJ338710).

This is a thematic issue of the journal on "Language Arts and Multicultural Education." The article describes the progress of a kindergarten child acquiring English as her second language.

Raven, Patrick. "FLEX: A Foreign Language Experience." Paper presented at the annual meeting of the American Council on the Teaching of Foreign Languages (San Francisco, CA, Nov. 24-26, 1983). (ERIC Reproduction Document No. ED238301).

Describes an exploratory course which was designed to give secondary school students exposure to all languages in the foreign language curriculum, in sequence, to enable them to decide which, if any, to enroll in. The course was designed to counter an elitist image of foreign language courses.

Reed, Leslee and Joy Peyton. *Dialogue Journals - An Important Management Tool in the Multicultural Classroom*. 1987. District of Columbia. (ERIC Reproduction Document No. ED279155).

A report on the use of dialogue journals as an effective means to develop second language ability and as a method of integrating language and classroom management; especially useful in multicultural classrooms.

Schulz, Renate. "The Federal Republic of Germany (FRG) and the U.S. as Portrayed in Foreign Language Textbooks: A Comparative Study." *Unterrichtspraxis*, Vol. 20, No. 1, p. 95-101, Spring 1987.

Presents a preliminary report on the "image" of the United States and the FRG in language textbooks. The major weakness of the elementary German textbooks in the United States is a simplistic portrayal of the culture. English language texts in the FRG tend to overemphasize the problem areas of American society, presenting an unbalanced, negatively-slanted picture.

Simon, Paul. *The Tongue-Tied American: Confronting the Foreign Language Crisis*, 1980. Available from the Crossroad Publishing Co., 575 Lexington Ave., New York, NY 10022.

An analysis of the crisis facing the United States because of a general lack of interest in foreign language study.

Sirdenis, Wisam and George Giannetti, Eds. *Global Lessons for Second Language Students, Grades 9-12*. (Student and Teacher Editions), 1985. Oak Park School District, Oak Park, MI. (ERIC Reproduction Document No. ED281374).

A student workbook for limited English proficient students contains 15 multicultural lessons presented in four units. The teacher's edition contains exercises, activities, blank maps and answer keys to the chapter review self-tests.

Skehan, Peter. *Individual Differences in Second Language Learning*. New York, NY: Routledge, 1989.

Reviews research in differences concerning language, aptitude, motivation, learner strategies, personality and interaction between learner characteristics and types of instruction.

Sleeter, Christine and Carl Grant. *Making Choices for Multicultural Education—Five Approaches to Race, Class and Gender*. Columbus, OH: Merrill, 1988.

Offers educators ways of thinking about race, language, culture, class, gender and disability in teaching; investigates multicultural education, how it is defined and taught, its conceptual base and reasons for development.

Tiedt, Pamela L. and Iris M. Tiedt. *Multicultural Teaching: A Handbook of Activities, Information and Resources*. Boston, MA: Allyn & Bacon, 1986.

Provides strategies and activities focused on language and culture for promoting multicultural understanding in the classroom. Includes an excellent chapter specifically on language activities in the classroom. Language diversity and dialects in the United States are discussed and one section focuses on Spanish activities.

Tomlinson, Elizabeth and Juliette Eastwick. "Allons Enfants." *Independent School*, Vol. 40, No. 1, pp. 23-31, October 1980. (ERIC Reproduction Document No. EJ234940).

Describes Bryn Mawr School's elementary French program, which uses the language experience approach to teach French language, history and cultural studies.

Vaniker, Ranu. "Crossing Cultural Bridges: A Model for Mapping the Extent of Bicultural Awareness." *Journal of Multilingual and Multicultural Development*. Vol. 6, No. 6, pp. 437-447, 1985. (ERIC Reproduction Document No. EJ329912).

Contends that language learning is culture learning, and cultural competence consists of the ability to draw from any culture, native or other, with a sense of discernment and purpose.

Virginia State Department of Education. *Standards of Learning. Modern Language, Levels I-IV, Goals, Objectives and Descriptive Statements*, 1983. Available from Virginia State Department of Education, Richmond, VA. (ERIC Reproduction Document No. ED246677).

Presented are Virginia' s statewide objectives for foreign language learning, this is part of a larger program of learning objectives for all subjects and all levels of elementary and secondary education. Some general suggestions for curriculum content are given.

Vygotsky, L.S. *Thought and Language*. Edited and translated from Russian by Eugenia Hanfmann and Gertrude Vakar. New York, NY: John Wiley and Sons, 1962.

This is a study of the interrelation of thought and language with a critical analysis of the two most influential theories about the development of language and thinking.

Walsh, Donald D. *What's What: A List of Useful Terms for the Teacher of Modern Languages*. 3rd ed. New York, NY: Modern Language Association, 1965.

Includes explanation and information on approximately 300 items dealing with fields whose special lexicon perplexes language teachers, including culture, linguistics, psycholinguistics, etc.

Wilson, John. "You Can Buy in Any Language, but You Can't Sell in Your Own." *Independent School*, Vol. 40, No. 1, pp. 19-21, October 1980. (ERIC Reproduction Document No. EJ234939).

Stresses need for support of international studies and foreign language programs throughout the U.S. educational system. Discusses main goals of secondary level foreign language teaching.

Wisconsin State Department of Public Instruction. *A Guide to Curriculum Planning in Foreign Language*, 1985. Available from Wisconsin State DPI, Madison. (ERIC Reproduction Document No. ED266680).

The guide is designed to help local curriculum planners develop and implement curricula to provide all students with equal access to foreign languages. It provides an overview of current philosophies, objectives, methods, materials, equipment and a guide to sequential program development, articulation and evaluation.

Wood, Richard. "Seeing the World as Others See It." *Liberal Education*, Vol. 73, No. 4, pp. 2-5, September-October 1987. (ERIC Reproduction Document No. EJ361247).

The goals of intercultural education inherently involve values: development of a conceptual framework of how people interact, development of an indepth knowledge of at least one other culture and language and development of an educated imagination.

Resource Organizations

American Association of Teachers of French. President: Sandy Nyhus, Clear Lake High School, Clear Lake, IA 50428; (515) 357-2181.

American Association of Teachers of German. President: Lieselotte Ritter, Central College, Pella, IA 50219; (515) 628-5296.

American Association of Teachers of Spanish. President: Sherry Dogruyusever, Urbandale Senior High School, Urbandale, IA 50322; (515) 253-2322.

American Council on the Teaching of Foreign Languages. Representative to the national organization: Jim Becker, Price lab School, Cedar Falls, IA 50613; (319) 273-2367.

ACTFL. 579 Broadway, Hastings-on-Hudson, New York, NY 10706.

The Center for Language Education and Research (CLEAR). Karen Willets, CLEAR, Center for Applied Linguistics, 1118 22nd St. NW, Washington, D.C. 20037.

Assists the networking of school districts nationwide by providing information for the CLEAR data base. Computerized searches are made for various languages and content areas. These Annotated Bibliographies of Foreign Language Materials may be requested from the address given above. Searches are available in Chinese, French, German, Spanish and Native Spanish at the elementary level.

Central States Conference on the Teaching of Foreign Languages. Iowa representative: Sherry Winters, Urbandale Senior High School, Urbandale, IA 50322; (515) 253-2322.

The organization conducts an annual conference for foreign language teachers. The theme of the 1988 conference was "Shaping the Future of Foreign Language Education: PLES, Articulation, and Proficiency." (ERIC Reproduction Document No. ED292332).

Educational Equity Consultants, Iowa Department of Education. Grimes State Office Building, Des Moines, IA 50319-0146; (515) 281-3022. Bureau of

School Administration and Accreditation: William Bean, Race Equity, Multicultural Education, (515) 281-3848; Thomas Andersen, Multicultural/Nonsexist Education, Sex Equity, (515) 281-8582; Cyndy Reed-Stewart, Race Desegregation and Multicultural Nonsexist Curriculum, (515) 281-8532; Mary Wiberg, Sex Equity in Vocational Programs, (515) 281-8584. Bureau of Curriculum and Instruction: Dan Chavez, ESL/Bilingual and National Origin, (515) 281-4804.

These consultants provide assistance to Iowa educational agencies on integration issues related to sex, race, national origin, bilingual education, human relations and multicultural, nonsexist education.

Foreign Language Consultant. Paul D. Hoekstra, Instruction and Curriculum Bureau, Iowa Department of Education, Grimes State Office Building, Des Moines, 50319; (515) 281-7806.

The foreign language consultant provides program assistance in all areas of the foreign language curriculum.

Foreign Languages in the Elementary School (FLES). Representative to the National Network for Early Language Learning: Marcia Rosenbusch, Iowa State University, 300 Pearson Hall, Ames, IA 50011; (515) 294-4046 (See FLES NEWS in Bibliography).

Iowa Global Education Association. P.O. Box 1141, Muscatine, IA 52761.

To join the association and receive the newsletter, send $15 to the above address. The association provides a network for global education in Iowa schools, a newsletter, workshops, ideas and materials.P

Iowa Human Relations Association. 1988-89 President: Theresa McCormick, Iowa State University, Department of Secondary Education, Ames, IA 50010; (515) 294-9387. 1988-89 Vice-president/1989-90 President-elect: Rafael Hernandez, Northwest Junior High, 1507 Eighth St., Coralville, IA 52241; (319) 354-1584. Secretary/Treasurer: Sue Wilson, 913 S. Main St., Monticello, IA 52310; (319) 465-5527.

The IHRA sponsors an annual conference which addresses multicultural, nonsexist and human relations issues for all levels of educators in Iowa. Annual dues are $15 and includes membership in both the IHRA and the MWHRA and three issues of the Midwest HRA Newsletter.

Iowa Foreign Language Association. President: Lydia Ruis-Coulter, Ottumwa High School, Ottumwa, IA 52501; (515) 683-4444.

McREL Desegregation Assistance Center (Mid-Continent Regional Education Laboratory). 4709 Belleview Avenue, Kansas City, MO 64112; (816) 756-2401.

Provides technical assistance and materials to school districts in Iowa, Kansas, Nebraska and Missouri on issues concerning sex, race and national origin equity, intercultural relations, and multicultural, nonsexist curriculum.

National Women's History Project. P.O. Box 3716, Santa Rosa, CA 95402; (707) 526-5974.

The organization provides services to help write women back into history. Their catalog lists many carefully chosen multicultural materials about women in all areas of human activity. The materials are useful across the curriculum. A catalog of materials and information about the Women's History Network is available upon request.

Racism and Sexism Resource Center for Educators. Council on Interracial Books for Children. CIBC Resource Center, 1841 Broadway, New York, NY 10023.

Publishes the Interracial Books for Children Bulletin and many other educational materials to eliminate stereotyping, prejudice, discrimination and bias. A materials catalog may be requested.

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